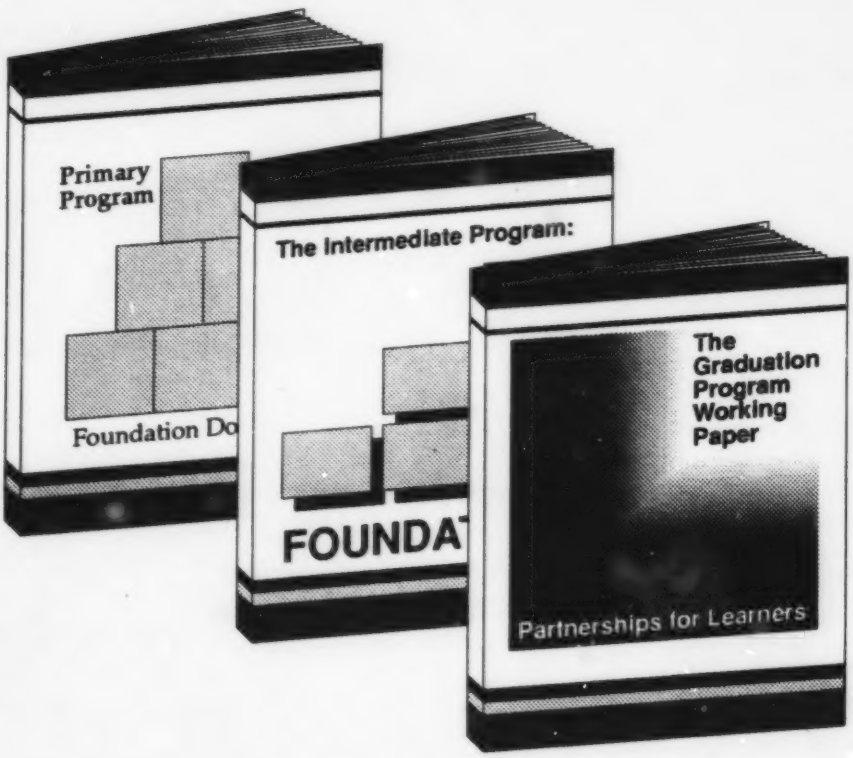
Toward the Year 2000...

The Primary Program, the Proposed Intermediate Program, and the Proposed Graduation Program

Summer 1992



Province of British Columbia

Ministry of Education and
Ministry Responsible for
Multiculturalism and Human Rights

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The Purpose of the Booklet

A new Primary Program is being implemented and the process of developing the Intermediate Program and the Graduation Program is under way. These programs are based on recommendations by parents, students, educators, and members of the public and are supported by current research in education.

This booklet summarizes the context, highlights, and directions of the proposed Graduation Program and gives a tentative timeline for its further development. It provides a brief overview of key concepts of the Primary Program and the proposed Intermediate Program. It is written for educators and others who have an interest in the new programs and want to be involved in their development.

The section on the proposed Intermediate Program represents a summary of the document, *The Intermediate Program: Foundations (Draft–Spring 1992)*. The Intermediate Program is subject to change and will continue to be refined and developed, based on response from the education community, and others.

Information in the section on the proposed Graduation Program represents the highlights and directions of the program up to April 1992 and is based on the document, *Graduation Program Working Paper*, which is a work-in-progress. The framework presented in this booklet and in the *Graduation Program Working Paper* is subject to change following the input that will be received.

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The Context for Change

Students today are challenged by changes taking place in the province, across the country, and throughout the world as they prepare for their roles as responsible citizens. The abilities and skills needed to think critically and to evaluate information and issues have become increasingly important. Well-developed strategies for solving problems and the ability to gather, examine, understand, and communicate information are needed to enable students to understand the implications of the changes in society and to make careful and informed decisions.

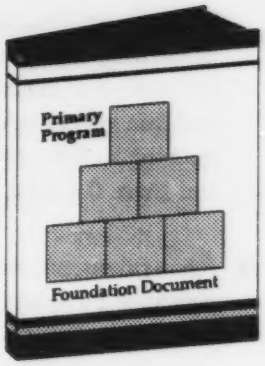
The labour market today emphasizes knowledge-based industries and has growing demands for individuals who are highly skilled, and who are able to work collaboratively, make choices, and respond in a positive way to change. The Economic Council of Canada's release, *A Lot to Learn* (April 1992), identifies several areas in Canada's educational systems where improvement is needed in order to prepare students for the changing demands of the workplace. The reforms recommended by the Economic Council include increased student literacy and numeracy, a higher proportion of students graduating from Grade 12, more students taking advanced mathematics and sciences, and stronger vocational and career programs.

The Royal Commission on Education: A Legacy for Learners (1988) identified these and other areas in the recommendations which form the basis of the education reform currently taking place in British Columbia. Educational programs for today's students share a common, important focus: attending to the needs and characteristics of the student in today's changing world. These programs, affecting over 500,000 students, will increase attention to literacy and numeracy and maintain high standards. They will also broaden and enhance the education of students to enable them to develop their individual potential and become contributing members of society.

The new programs enable students to value education as a lifelong process, to take an active part in their learning, and to understand the connections between what they are learning in school and what is happening in the world around them. The programs draw on the high qualifications and professionalism of educators in British Columbia. They recognize the professional judgment that teachers use as they adapt and interpret the programs to provide appropriate learning opportunities for all students.

The Primary Program

Highlights described in this section are outlined in more detail in the *Primary Program: Foundations Document* and *Supporting Learning*. These resources may be available in schools, at School Board Offices, and at District Resource Centres.



A Brief Description

- The Primary Program is a program for all learners. By creating environments in which each student's abilities and contributions are recognized, the program honours the heritage, gender, culture, and abilities of all members of the school community. The Primary Program supports the development of the whole child through five interrelated goals. The five goals are
  - Aesthetic and Artistic Development
  - Emotional and Social Development
  - Intellectual Development
  - Physical Development
  - Social Responsibility

- There are 18 position statements which are the guiding principles for the Primary Program. They emphasize that learning opportunities should include and challenge each student. They encourage educators to reflect on their practices and guide them in making education decisions about
  - organizing the school, the classroom, and the program
  - establishing the conditions which support learning
  - designing the learning environment to make use of all resources, including people and materials
  - assessing, evaluating, and reporting student progress.

Primary Program Position Statements

Continuous Progress

Non-graded Organization

Integration

Play

Grouping for Instruction

Assessment

Standardized Testing

Evaluation

Reporting

Transition to the Intermediate Program

The Primary Program for All Children:

- *Gender Equity*
- *Education for Native Children*
- *Multicultural Education*
- *Children with Special Needs*

Library Resources

Computers and Related Technologies

Career Education

Partnerships

- The Primary Program provides an integrated approach to curriculum which enables students to make connections and see relationships among the experiences from their lives, their schooling, the subject areas, and the world outside of school. Instruction in the traditional subject areas–language arts, social studies, mathematics, music, art, drama–takes place in learning experiences that draw on more than one area of knowledge and skill. For example, if a class is cooking a simple meal together the children will develop a range of skills as they plan what they will make, read the recipes, measure ingredients, learn about temperature and time, and share the meal.

- Assessment, evaluation, and curriculum are interrelated components and comprise the learning experiences of the Primary Program. Teachers plan learning experiences based on the guiding principles of the program. They observe the learner carefully within the context of daily learning. They talk with the student in conversations and conferences and listen to what the child is saying about his or her learning. They examine collections of each student's work. Teachers encourage students to represent their ideas in many different ways, including painting, role playing, writing, constructing, manipulating objects, etc. Through these processes teachers, over time, begin to get a picture of what the student can do and can make informed decisions about future learning.

- In the Primary Program common patterns of children's development and learning over time are referred to as "widely-held expectations." These are generalizations based on research and on the collective understanding of teachers and parents. They are specific enough to give guidance to teachers but general enough not to harm children. For example, one widely-held expectation is that children who are about 6 years old are often naturally far-sighted. For some children, this means their written work appears unskilled and untidy. For others, their work appears tidy

The Supporting Learning *document contains the widely-held expectations for all goal areas of the Primary Program as well as for reading, writing, and mathematics for children from birth to age 13. This resource is available for all teachers of the Primary Program and for parents.*

and refined. Widely-held expectations give us information about children's development, while acknowledging that children of similar ages develop differently. They provide teachers and parents with useful information when planning for children's learning. Widely-held expectations can show us a pattern and help us better understand the child's development.

- In the Primary Program, the reporting process to parents is both formal and informal. Formal reporting includes anecdotal written reports, while informal reports can take place at any time. These include conversations, telephone calls, notes, samples of student work sent home, students' journals, or classroom visits. The reporting process, especially the conferences, invites participation from parents and students, providing a more complete understanding of the student's growth and development.

- Self-evaluation in the Primary Program encourages students to reflect on their own learning and helps them recognize their accomplishments and identify their learning needs. Teachers and students work together and actively contribute to the process of self-evaluation through conversations and conferences. Many teachers include students in the parent-teacher conference for reporting purposes. This furthers the opportunity for the student to develop critical self-evaluation skills. By enabling students to reflect on their own learning and to take an active part in self-evaluation, educators help students

  - set learning goals
  - personalize and take responsibility for their learning
  - gain a better understanding of ways to improve their learning
  - enhance their self-concept
  - become independent and autonomous learners.

For More Information

For further information about the Primary Program, refer to these resources or contact the Primary Program Team.

Children in the Primary Years...A Time of Wonder

This booklet presents the philosophy and goals of the Primary Program and discusses the learning environment that is designed to develop the individual potential of the child.

A Time of Wonder: Children in the Primary Years

This videotape shows the Primary Program in action in British Columbia classrooms.

The Primary Program: Foundation Document and *Resource Document*

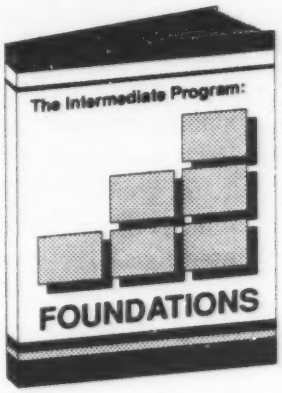
These documents present the foundation, framework, and resources for the Primary Program.

Supporting Learning

This booklet is written for parents and educators and gives an overview of widely-held expectations of children's development in the five goals of the Primary Program. It helps parents and educators understand and assess children's growth. It also gives information about children's development in the areas of reading, writing, and mathematics.

The Proposed Intermediate Program

Greater detail about the information in this section is outlined in *The Intermediate Program: Foundations (Draft–Spring 1992)* and in the Draft *Curriculum/Assessment Frameworks*. The Ministry invites comment and response to these documents to assist with further development. Comments can be directed to the Intermediate Program Team.



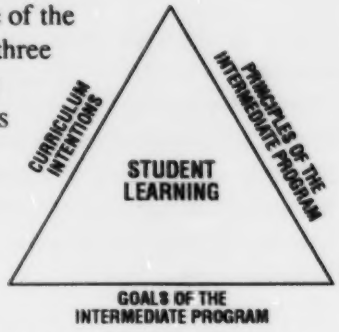
An Update

Approximately 20,000 people took part in discussions about the *Intermediate Program: Response Draft (May 1990)*. These discussions generated 3500 written responses that provided guidance in the development of revisions. The Intermediate Program Steering Committee reviewed various drafts and made recommendations for revisions. *The Intermediate Program: Foundations (Draft–Spring 1992)* is the result of the process of consultation within the educational community and with the community-at-large.

The Intermediate Program: Foundations (Draft–Spring 1992) is available to educators through their School District offices and provides further opportunities for discussion. It is accompanied by nine samples of *Curriculum/Assessment Frameworks* drafted to date. In completed form, these will outline the essential learnings in areas of language arts/English, Learning for Living, mathematics, science, home economics, business education, physical education, technology education, and French as a second language. Together, *The Intermediate Program: Foundations (Draft–Spring 1992)* and the Draft *Curriculum/Assessment Frameworks* provide a flexible foundation for planning and reflecting upon students' learning experiences.

A Brief Description

- The Intermediate Program builds on the experiences of the Primary years, and is focussed on the learner. This means that the learner and his or her learning is at the centre of the educational process. The Program identifies three elements to consider when planning learning opportunities and making education decisions that support student learning. The elements are the **goals** of the program, the **principles** of the program, and the **curriculum intentions**. They describe the kinds of learning we value most, and provide a coherent and consistent foundation for the education of all students in the Intermediate years (present Grades 4 through 10).



- The **goals of the Intermediate Program** are interrelated and interdependent. They enable us to answer the question: "What aspects of human development must be attended to?"

  - Intellectual Development
  - Artistic and Aesthetic Development
  - Emotional Development
  - Physical Development
  - Social Development
  - Social Responsibility

- The **principles of the Intermediate Program** endorse what is known about learning and learners. In addition, they endorse the position that learning opportunities should include and challenge each student in the Intermediate Program. The principles are meant to encourage reflective practice and to guide educational decisions. In summary, the principles are

  - The Intermediate Program is a program for all learners.
  - Learning requires the active participation of learners.
  - Educational experiences should be learner-focussed.
  - Assessment and evaluation should support learning.

- The **curriculum intentions** are included in the draft *Curriculum/ Assessment Frameworks*. These curriculum intentions represent the essential understandings of a subject from the Primary years through to the end of the Graduation Program. They have been developed by specialists in different subject areas to answer the questions: "What are the most important concepts and information to know in this field? What will be most useful to students—now, and throughout their lives?"

- Assessment and evaluation processes are interrelated with planning and instructional activities and should be a natural part of learning experiences. Observing, discussing, examining collections of work, and students' evaluations are means of continuously gathering information in order to evaluate students' learning. Assessment and evaluation provide evidence of what the student is doing and what has been learned. The important aim of continuous assessment and evaluation is to help students, teachers, and parents or guardians make choices and decisions regarding future activities that can facilitate students' learning.

- Reporting to parents or guardians is done in both formal and informal ways. Reporting provides information about what the student has learned and the processes the student uses to learn. Informal reports to parents or guardians may take place at any time, and can be conversations, telephone calls, notes, samples of student work, student journals, self-evaluations, or classroom visits. Formal and informal reporting should provide complete information and the context necessary to understand students' growth and development.

- The Intermediate Program extends the opportunities for student self-evaluation that began in the Primary Program. Teachers and students work together to reflect on learning and to set goals by talking about students' work during conversations and more formal conferences and by examining collections of students' work. In consultation with teachers and other students, learners evaluate their work and make decisions about how to achieve their goals. These experiences can enable students to take increasingly greater responsibility for their learning over the course of their lifetimes.

For More Information

For further information about the Intermediate Program, refer to these resources or contact the Intermediate Program Team.

The Intermediate Program: Foundations (Draft, Spring 1992)

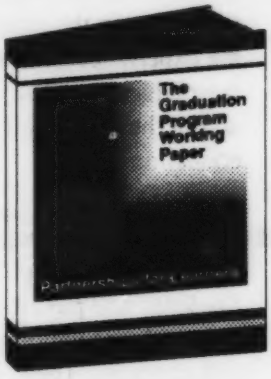
This book presents the foundations of the proposed Intermediate Program.

Draft Curriculum/Assessment Frameworks (May 1992)

These draft frameworks include the curriculum intentions that outline the essential understandings of a subject from the Primary years through to the end of the Graduation Program.

The Proposed Graduation Program

Information in this section is outlined in more detail in the document, *Graduation Program Working Paper*. The working paper is a work-in-progress and shows the development of the program up to April 1992. The framework presented in the *Graduation Program Working Paper* will be reviewed following input from educators, parents, students, members of the public, and other stakeholders. For further information regarding the proposed Graduation Program contact:



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A Brief Description

- The Graduation Program builds on the experiences that students have had during the Primary and Intermediate years, focussing on their need to plan and prepare for their future. It offers opportunities for students to enhance their own learning and to prepare for the responsibilities of family, citizenship, further education, and employment. It is a program for all learners. Each student who enters the program has access to all that it has to offer. It provides flexibility in planning to teachers, parents, and students. Within the framework of the Graduation Program, schools and districts shape the program in response to the unique needs of their students and of their community.

- Partnerships are an important theme in the Graduation Program. Relationships between school and the home, the community, post-secondary institutions, and other community organizations and institutions benefit both students and society. These relationships help the student link learning experiences within the school setting with those that take place in the larger community. Education is a lifelong process, and the experiences that students have at school represent only one part of their education. The influence of other people and organizations, at home and in the community, all play a significant role in the student's education.

- The Graduation Program continues to encourage students to develop a love of learning and to understand the intrinsic value of education. Students will pursue and explore some areas of learning because of their personal motivation and desire to understand and to experience new ideas and concepts. These areas will be explored because of the joy and sense of discovery that comes from learning something new and may or may not relate directly to the student's career goals.

- Experiences in self-evaluation and reflection that students have had in the Primary and Intermediate years provide them with the skills and abilities to develop a Personalized Learning Plan in consultation with parents and educators. This plan presents an overview of the student's learning and will chart the path the student will take through the Graduation Program and beyond. Throughout the program, students assume greater responsibility for their planning and learning. In consultation with parents and educators, they make choices about their program and modify their Personalized Learning Plan as they clarify their goals.

- Graduation requirements in the program are met through a system of units and credits. A unit is approximately thirty hours of study, although students may need more or less time to complete a unit. Successful completion of each unit of study provides one credit toward graduation requirements. Students will choose from a large number and wide variety of units. Some of these units will prepare them for their personal and career aspirations; others will be chosen because of the student's desire to enhance his or her personal understanding and knowledge.

■ The Graduation Program is committed to high standards while preparing students to pursue post-secondary career and personal goals. It offers a framework to meet both the needs of students and the expectations of society. The Graduation Program consists of four interrelated components: Advisement, Social Investigations, Essential Studies, and Personal and Career Studies. Graduation requires the successful completion of the objectives of the student's Personalized Learning Plan, including all four components and a minimum of fifty-six credits.

This model describes the interrelationship among the components of the Graduation Program. It is anticipated that districts and schools may adapt it to local conditions and preferences.

Advisement is a support service and a personal management program based on a traditional teacher-advisor system. Studen have the opportunity to understand and act on their abilities, interests, and aspirations. School personnel provide a supportive and caring learning environment in which students plan their pathways to graduation and beyond. Within this component students

- identify and clarify their personal and career goals
- collaborate with parents, school personnel, and others to develop and modify their own personal pathway through graduation to their future aspirations (Personalized Learning Plan)
- plan and participate in experience in the workplace and/or community service.

The Advisement component provides 4 credits toward graduation requirements.

Social Investigations is part of the common thread that links the Primary, Intermediate, and Graduation Programs. It emphasizes an integrated approach to learning and continues to provide opportunities for students to link school experiences to issues in society. Social Investigations provides a transition from the Intermediate Program to the Graduation Program and on to the student's future endeavours. This component focusses on the knowledge, skills, and processes of citizenship within the Social Science disciplines. Students

- increase their understanding of their roles as active, participating citizens
- examine and explore themes and issues of importance to them as citizens of Canada and the world
- integrate and apply their knowledge of the Social Sciences
- develop skills in communication and collaboration
- develop skills that support self-reliance and self-direction.

The Social Investigations component provides 8 credits toward graduation requirements and is compulsory for all students.

Essential Studies ensures that students have the knowledge, skills, and attitudes in English/French, mathematics, science, practical arts, and fine arts expected of a graduate. Students

- acquire knowledge, skills, and attitudes associated with language, literature, mathematics, sciences, Fine Arts and Practical Arts
- choose units that are applicable to their Personalized Learning Plan
- obtain prerequisites for entry into post-secondary institutions, business, or industry.

The Essential Studies component provides 20 credits toward graduation requirements.

Personal and Career Studies enables students to choose units that will prepare them to pursue post-graduation goals that relate to their personal interests and curiosity about the world. Within these studies students have considerable freedom of choice. Students

- select units that link directly to their personal and career goals as outlined in their Personalized Learning Plan
- may get credit for community-based or alternative programs
- can get advanced credit and standing through participation in programs such as Career Preparation and Advanced Placement.

The Personal and Career Studies component provides a minimum of 24 credits toward graduation requirements.

- The Graduation Program gives greater authority in decision-making in matters of curriculum to educators in districts and schools. The Ministry is developing curriculum/assessment frameworks to provide guidance with respect to curriculum. These documents outline the curricular expectations in the form of curriculum intentions. The curriculum intentions represent the essential understandings of a subject. They have been developed by subject specialists to indicate both the key understandings of the subject and those aspects that are considered to be useful for lifelong learning. The curriculum accommodates a range of approaches to learning and enables students to represent their learning in a variety of ways.

- The Graduation Program gives greater authority in decision-making in matters of assessment, evaluation, and reporting to educators in districts and schools. As in the Primary and Intermediate Programs, curriculum and assessment are linked. They should be learner focussed and should help students, educators, and parents make informed education choices and decisions.

- Students are able to challenge units. In this way students can gain recognition for knowledge and experiences acquired outside of the learning activities of specific units offered in school. Students may challenge units for any of three purposes: to gain credit without participating in school-based activities, to exempt them from a prerequisite to another course, or to gain transfer standing from an institution other than a school. Students may not challenge units in the *Social Investigations* component.

- Provincial examinations will continue and it is recommended that they be expanded to include Practical Arts and Fine Arts. Students may request a second score on the provincial examinations which will show their performance in relation to other students taking the examinations. This second score may be used to qualify for provincial scholarships.

- When students complete the objectives of their Personalized Learning Plan, they receive a School Leaving Certificate (Dogwood) and a provincial Transcript of Grades. The School Leaving Certificate is issued by the school. The Transcript of Grades, which is issued by the Ministry, lists the successfully completed units together with letter grades and states whether or not the requirements for graduation have been met.

Tentative Timeline for Further Development of the Graduation Program

April 1992–October 15, 1992	*Graduation Program Working Paper* distributed on a request basis to school district offices, to schools and major partners. It is also available on request for meetings, conferences, workshops, etc.
October 15, 1992–February 15, 1993	*The Graduation Program, Draft II: Partnerships for Learners* distributed widely to teachers, schools, school district offices, partner organizations. This draft will invite formal, written responses. In addition, there will be community forums.
February 15, 1993–March 31, 1993	Analysis of responses; distribution of report of response analysis.
April 1993	Distribution of final version of the Graduation Program document, *The Graduation Program, Partnerships for Learners:Foundation Document*
September 1993	Optional implementation of some aspects of the Graduation Program.
September 1994 (possibly)	Required implementation for incoming students to the Graduation Program.
School Year 1995 –1996 (possibly)	First graduates under the revised graduation requirements.

For More Information

For further information about the proposed Graduation Program, contact the Graduation Program Team or refer to the resource noted below.

Graduation Program Working Paper (April 1992)

This is a work-in-progress and shows the development of the Graduation Program up to April 1992.

Developmental Site Projects

Developmental Site Projects, funded by the Ministry, have enabled individuals and groups to explore issues and develop aspects of the Intermediate and Graduation Programs. They can provide models for initiating education change. Topics for exploration in the Intermediate and Graduation Programs include:

- Program goals
- Assessment
- French programs
- First Nations
- Technology
- Post-secondary liaison
- Instructional strategies
- Career education
- Personal Learning Plans
- Business and industry partnerships
- Curricular integration
- Organization
- English as a Second (or Additional) Language
- Parent involvement
- Conflict resolution
- Teacher as researcher
- Restructuring
- Strand organization
- Transition
- Special Needs
- Collaboration
- Teacher advisement
- Curriculum
- Self-direction
- Active learning
- Gender equity

For More Information

For more information about Developmental Site Projects, contact the Intermediate Program Team or the Graduation Program Team, or refer to the resource noted below.

The Site Network: Directory of Intermediate and Graduation Developmental Sites (February 1992)

This publication provides information about the Developmental Site Projects: Intermediate Program 1990–91, 1991–92; Graduation Program 1991–92. It is included in the multimedia resource *Developing Images of Educational Change*.

Additional Resources

The following resources are published by the Ministry of Education and Ministry Responsible for Multiculturalism and Human Rights. They are available in schools, at school board offices, and at district resource centres. For further information about the Programs, refer to these resources or contact the Primary Program Team, the Intermediate Program Team, or the Graduation Program Team at

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Highlights–Year 2000: A Framework for Learning

This booklet provides a concise description of the mission and goals of the school system. It describes characteristics of the educated citizen, roles and responsibilities, principles of learning, and the learning dimensions of knowledge, skills, and attitudes. It also gives highlights of the Primary Program, the Intermediate Program, and the Graduation Program.

Developing Images of Educational Change (May 1992)

This is a multimedia resource. It portrays the range of ways educators are interpreting the Programs and working to effect education change in British Columbia.

Changes in Education: A Guide for Parents (1991)

This booklet discusses the reasons for change in the school system and describes some of the major changes taking place.

A Guide For Parents (Part 2) (to be published Summer 1992)

This booklet will provide information about the Primary Program, the proposed Intermediate Program, and the proposed Graduation Program.